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ABSTRACT

In fall 1980, the English division at Minneapolis Community College implemented a new approach to teaching Fundamentals of Written English. In recognition that students come to college with a wide range of preparation and skills, the Fundamentals course (formerly English 95) was divided into a two-course sequence. On the basis of student placement tests and classroom work, students were recommended to take either English 94, which emphasized basic writing skills, or English 99, which concentrated on enabling students to generate and organize ideas into unified, coherent paragraphs. In fall 1981, a study was conducted to investigate how the English 94/99 sequence compared to English 95 in terms of course completion rates and students' success in College Composition (English 101 and 102). The study revealed that: (1) a larger proportion of students completed English 95 than English 94/99 (59.7% vs. 56.1%); (2) more students registered for a college-level English course after completing English 95 than after completing English 94/99 (57% vs. 56.1%); (3) a larger proportion of students taking English 95 were successful in English 101 and/or 102 than those taking English 94/99; (5) 29% of those who took English 94 registered for English 99; and (6) in all cases students who completed a Fundamentals course were more likely to succeed in college-level English courses than those who did not complete one of the courses. Course descriptions are appended. (HB)

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# COMPARISON OF TWO METHODS OF TEACHING FUNDAMENTALS OF WRITTEN ENGLISH AND SUBSEQUENT SUCCESS IN COLLEGE COMPOSITION COURSES AT MINNEAPOLIS COMMUNITY COLLEGE

By June B. Stein, College Research Officer

January 1982

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JC 820 175

# Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College

June Stein, College Research Officer
January 1982

In fall 1980, the English division at MCC began teaching the Fundamentals of Written English course under a different system than before. Recognizing that those students not ready for the college level English courses represented a wide range of preparation, the instructors, using entrance tests and first week classroom work, divided those needing the Fundamentals course into two groups. Those with the least preparation were recommended for English #94 and those with better skills, but not college level ones, were recommended to take English #99. Each of these courses were one quarter in length. Before this time, students needing the Fundamentals course were routed to English #95, which covered the same material in one quarter. Although a variety of teaching methods had been used in teaching #95, it was thought that teaching students whose English skills were about at the same level would help them learn more and provide a teaching situation where the instructor could focus better on the skills the students needed. (The appendix contains descriptions of these courses.)

In fall 1981, a year after the #94-99 sequence began, the college research officer was asked to investigate how the English #94 and #99 sequence compared to the English #95 course in terms of completion of the courses and future success in College Composition, English #101 and #102. This paper presents the results of that investigation.

Data were recorded for all students who had registered for the Fundamentals of Written English courses in the fall quarter of 1979 (English #95) and 1980 (English #94 or #99). The data included all English courses taken and grades received. The tables attached present these data.

Table I, Part A records the numbers of students who took Fundamentals of Written English #95 by section and divided by those who completed the course, (grades of "A"-"D", and "P"), those who did not (grades of "N","W", or "I") and the totals. These data are shown in the first four columns. The numbers of students who registered for English #101 and/or #102 are shown in the remaining columns, also divided by whether the students had completed #95 or not. In addition, the data show the numbers of students who registered for #95 who completed #101 and/or #102. Presenting this much information in one table makes it difficult to read but also gives much information. One may read the table as follows.

Of the 191 students registered for English #95 in fall 1979, 114, or 59.7 percent, completed the course while 77, 40.3 percent, did not. Of the 191 students registered in #95, 89, or 46.6 percent, took English #101 subsequent to #95. Of the 89 students who took #101, 71 had completed #95 while 18 had not. Sixty-one of the 71 completed #101 while 6 of the 18 completed #101. Of the 191 students registered for English #95, 54 subsequently registered for English #102 and 43 of them completed the course, 22.5 percent of those who had taken English #95.

Note that the data for the English #95 table cover a two year period, from fall 1979 through summer session 1981, so that students had two academic years to take the college level courses. Data for the #94, #99 sequence cover but one year. Note, too, that although one might assume that students first would take the Fundamentals course and then go on to English #101 and #102, students actually chose a wide variety of sequences that the tables do not reflect. For example, permutations found in the sequence included successful completion of or failure in #101 and/or #102 before taking #95, re-registration in #95 or #94-#99 before taking #101-#102, or re-registration in #101-#102.

One final note is that the data for English #95 for fall quarter 1979, are

treated as one group although two teaching methods were used that quarter. Some sections used a laboratory method together with classroom teaching and some did not.

Table I, Part B for English #94/#99 can be read in the same way as Part A. At this point, however, we shall concentrate on comparisons of percentages of selected data between students who took #95 and those who took #94 and/or #99.

| | English #95* Fall 1979 (Percent) | #94 + #99** Fall 1980 |
|---|---|---|
| Registered for and | 100.0 | 100.0 |
| Completed a Fundamentals Course | 59.7 | 56.1 |
| Did not complete Fundamentals | 40.3 | 43.9 |
| Subsequently registered for | | |
| Eng. #101 and | 46.6 (40.8)ð | 38.5 |
| Completed Eng. #101 | 35.1 | 25.3 |
| Did not complete Eng. #101 | 11.5 | 13.2 |
| Subsequently registered for | | |
| Eng. #102 and | 28.3 (16.2)ð | 13.6 |
| Completed Eng. #102 | 22.5 | 10.0 |
| Did not complete Eng. #102 | 5.8 | 3.6 |
| Success in College English of Those | | |
| Taking it: #101 | 75.3 | 65.9 |
| #102 | 79.6 | 73.3 |

In all cases, students who completed the Fundamentals courses were much more likely to succeed in college level English if they registered for it then those who did not complete a Fundamentals course.

Because students in the English #95 group had a second year in which to take #101 and/or #102, a tally was made of the students in #95 who took #101 and #102 in the same academic year in which they took #95. Of the 89 students who took #101, 78 or 87.6 percent took it the same academic year as #95. Of the 54 students who took #102, 31 or 57.4 percent took it the same academic year. Judging by these proportions, it appears that somewhat fewer students who took #94/#99 registered for

*Two years' data

**One year's data

ðAdjusted to one year's data. See text for explanation.

college level English courses. Also, 3.6 percent fewer students completed a #94/#99 Fundamentals course than had completed #95. This difference is small enough to be a chance one; that is, related to the particular group of students taught that year or a variety of miscellaneous factors. Nevertheless, it indicates that there is no evidence that the #94/#99 sequence is a more effective way of teaching English than #95.

A few additional items of information were derived from this study. Of the 81 students who took English #94, 24, or 29.6 percent, subsequently took English #99. A third of these students who took #99 had not completed #94. It was possible to calculate the proportion of new freshmen who were registered for English #95: 76.4 percent of the students were new fall quarter 1979 and 23.6 percent took English #95 after or in their second quarter. Retention of students for the winter quarter was also checked and the rates compared with those obtained in an earlier study. These retention data are presented in Table II. Retention rates for students in Fundamentals courses are summarized as follows:

| English Course Registration | | | Registered Winter Quarter (Percent) |
|---|---|---|---|
| Fall: | 1980 | #94 + #99 | 71.5 |
| | 1979 | #95 | 64.9 |
| | 1976 | #95 | 75.0 |
| | 1975 | #95 | 75.0 |

From these data, it appears that retention rates for the students who took #94/#99 were better than for those who took #95 although not as good as in earlier years.

## Summary

### Completion of a Fundamentals Course - #95 vs. #94/#99

A somewhat larger proportion of students completed #95 than #94/#99 but the difference was small: 59.7 vs. 56.1 percent, respectively.

In all cases, students who had completed a Fundamentals course were more likely to succeed in College English courses.

## Registration in College Level English

More students registered for college level English after they had had English #95 than #94/#99, even when figures were adjusted for English #95 to one year's data, but the differences were small: English #101 - 40.8 (adjusted) vs. 38.5 percent, respectively; English #102 - 16.2 (adjusted) vs. 13.6 percent, respectively.

Over a period of two years 46.6 percent of students who took English #95 had registered for English #101 and 28.3 percent, for #102.

Over a period of one year, 38.5 percent of students who took English #94/#99 had registered for English #101 and 13.6 percent, for #102.

## Success in College Level English

A larger proportion of students who took English #95 instead of English #94/#99 were successful in English #101 and/or #102.

| | Registration | |
|---|---|---|
| | Eng. 95 | Eng. 94/99 |
| Percent Successful in: | | |
| #101 | 75.3 | 65.9 |
| #102 | 79.6 | 73.3 |

## Retention Data

More students who took Eng. #94/#99 registered Winter Quarter than who took Eng. #95: 71.5 vs. 64.9 percent, respectively.

## New Freshmen in the Fundamentals Course

About three fourths of the students in the English #95 course fall 1979 were first quarter students; one fourth had attended two or more quarters.

## Registration for English #99 by English #94 Students

Of 81 students who took English #94, 24 or 29.6 percent registered for English #99. A third had not completed English #94.

Table I, Part A

Fundamentals of Written English, #95, Fall Quarter 1979 -
Course Completion and Subsequent Registration in College Composition #101, #102

Data Tabled by Whether or Not the Fundamentals Course Was Completed

| | English #95 | | | English #101 Registrations | | | | | | English #102 Registrations | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Comp. #95 | | #95 Incomplt. | | Total #101 | | Comp. #95 | | #95 Incomplt. | | Total #102 | |
| | Compltd. | Not Compltd. | Tot. | Reg.* | Comp.* | Reg. | Comp. | Reg. | Comp. | Reg. | Comp. | Reg. | Comp. | Reg. | Comp. |
| Sec. 1 | 10 | 9 | 19 | 6 | 5 | 1 | | 7 | 5 | 4 | 2 | | | 4 | 2 |
| 2 | 12 | 8 | 20 | 9 | 7 | 4 | 2 | 13 | 9 | 3 | 3 | 2 | 2 | 5 | 5 |
| 3 | 15 | 10 | 25 | 10 | 10 | | | 10 | 10 | 9 | 8 | | | 9 | 8 |
| 4 | 8 | 11 | 19 | 6 | 5 | 4 | 0 | 10 | 5 | 5 | 3 | | | 5 | 3 |
| 5 | 15 | 5 | 20 | 13 | 10 | 1 | 1 | 14 | 11 | 10 | 8 | 1 | 1 | 11 | 9 |
| 6 | 12 | 10 | 22 | 8 | 6 | 5 | 2 | 13 | 8 | 3 | 3 | 2 | 0 | 5 | 3 |
| 7 | 9 | 12 | 21 | 5 | 4 | 2 | 0 | 7 | 4 | 3 | 3 | | | 3 | 3 |
| 8 | 13 | 7 | 20 | 9 | 9 | | | 9 | 9 | 9 | 7 | | | 9 | 7 |
| 90 | 20 | 5 | 25 | 5 | 5 | 1 | 1 | 6 | 6 | 3 | 3 | | | 3 | 3 |
| Totals | 114 | 77 | 191 | 71 | 61 | 18 | 6 | 89 | 67 | 49 | 40 | 5 | 3 | 54 | 43 |
| Percent | 59.7 | 40.3 | 100.0 | 62.3[1] | 53.5[1] | 23.4[2] | 7.8[2] | 46.6[3] | 35.1[3] | 43.0[1] | 35.1[1] | 6.5[2] | 3.9[2] | 28.3[3] | 22.5[3] |
| Success in College English of those taking it - % | | | | $\frac{61}{71}$ = 85.9 | | $\frac{6}{18}$ = 33.3 | | $\frac{67}{89}$ = 75.3 | | $\frac{40}{49}$ = 81.6 | | $\frac{3}{5}$ = 60.0 | | $\frac{43}{54}$ = 79.6 | |

* Reg. = Registered for Eng. #101 or #102
Comp. = Completed Engl. #101 or #102

[1]Base - 114 [2]Base - 77 [3]Base - 191

Table I, Part B
Fundamentals of Written English, #94 and #99, Fall Quarter 1980 -
Course Completion and Subsequent Registration in College Composition #101 and #102

Data Tabled by Whether or Not the Fundamentals Course Was Completed

| | | | | English #101 Registrations | | | | | | English #102 Registrations | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Comp. #94 | | #94 Incomplt. | | Total #101 | | Comp. #94 | | #94 Incomplt. | | Total #102 | |
| | Compltd. | Course Not Compltd. | Tot. | Reg.* | Comp.* | Reg. | Comp. | Reg. | Comp. | Reg. | Comp. | Reg. | Comp. | Reg. | Comp. |
| #94 Sec. 1 | 10 | 10 | 20 | 2 | 2 | | | 2 | 2 | 2 | 2 | | | 2 | 2 |
| 2 | 8 | 17 | 25 | 3 | 3 | 2 | 1 | 5 | 4 | 1 | 1 | | | 1 | 1 |
| 3 | 9 | 13 | 22 | 3 | 1 | 1 | | 5 | 1 | 2 | 1 | | | 2 | 1 |
| 90 | 6 | 8 | 14 | 2 | 2 | | | 2 | 2 | 1 | 1 | | | 1 | 1 |
| Totals | 33 | 48 | 81 | 10 | 8 | 3 | 1 | 13 | 9 | 6 | 5 | | | 6 | 5 |
| Percent | 40.7 | 59.3 | 100.0 | 30.3[1] | 24.2[1] | 6.3[2] | 2.1[2] | 16.0[3] | 11.1[3] | 18.2[1] | 15.2[1] | | | 7.4[3] | 6.2[3] |
| | | | | Comp. #99 | | #99 Incomplt. | | | | Comp. #99 | | #99 Incomplt. | | | |
| #99 Sec. 1 | 9 | 9 | 18 | 7 | 5 | 2 | | 9 | 5 | 3 | 3 | | | 3 | 3 |
| 2 | 13 | 6 | 19 | 9 | 6 | | | 9 | 6 | 3 | 2 | | | 3 | 2 |
| 3 | 13 | 8 | 21 | 13 | 9 | 2 | 1 | 15 | 10 | 6 | 2 | 1 | 1 | 7 | 3 |
| 4 | 11 | 11 | 22 | 6 | 5 | 3 | 2 | 9 | 7 | 3 | 2 | 1 | | 4 | 2 |
| 5 | 15 | 5 | 20 | 12 | 6 | 1 | 1 | 13 | 7 | 2 | 2 | | | 2 | 2 |
| 6 | 13 | 6 | 19 | 8 | 5 | 2 | 1 | 10 | 6 | 3 | 3 | | | 3 | 3 |
| 90 | 10 | 2 | 12 | 3 | 2 | 1 | 1 | 4 | 3 | 1 | 1 | | | 1 | 1 |
| 91 | 7 | 2 | 9 | 3 | 3 | | | 3 | 3 | 1 | 1 | | | 1 | 1 |
| Totals | 91 | 49 | 140 | 61 | 41 | 11 | 6 | 72 | 47 | 22 | 16 | 2 | 1 | 24 | 17 |
| Percent | 65.0 | 35.0 | 100.0 | 67.0[4] | 45.1[4] | 22.4[5] | 12.2[5] | 51.4[6] | 33.6[6] | 24.2[4] | 17.6[4] | 4.1[5] | 2.0[5] | 17.1[6] | 12.1[6] |
| #94 + #99 Totals | 124 | 97 | 221 | 71 | 49 | 14 | 7 | 85 | 56 | 20 | 21 | 2 | 1 | 30 | 22 |
| Percent | 56.1 | 43.9 | 100.0 | 57.3[7] | 39.5[7] | 14.4[8] | 7.2[8] | 38.5[9] | 25.3[9] | 22.6[7] | 16.9[7] | 2.1[8] | 1.0[8] | 13.6[9] | 10.0[9] |
| Success in College English of those taking it -- % | | | | $\frac{49}{71}$ = 69.0 | | $\frac{7}{14}$ = 50.0 | | $\frac{56}{85}$ = 65.9 | | $\frac{21}{28}$ = 75.0 | | $\frac{1}{2}$ = 50.0 | | $\frac{22}{30}$ = 73.3 | |

* Reg. = Registered for Eng. #101 or #102
Comp. = Completed Eng. #101 or #102

[1]Base = 33, [2]Base = 48, [3]Base = 81, [4]Base = 91, [5]Base = 49,
[6]Base = 140, [7]Base = 124, [8]Base = 97, [9]Base = 221

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Table II

Attrition Winter Quarter Among Students Registered Fall Quarter
In the Fundamentals of Written English Course

| English #95 | | Fall 1979 Total Students | Wtr. '80 Students Registered |
|---|---|---|---|
| Sect. | 1 | 19 | 9 |
| | 2 | 20 | 16 |
| | 3 | 25 | 14 |
| | 4 | 19 | 14 |
| | 5 | 20 | 16 |
| | 6 | 22 | 19 |
| | 7 | 21 | 14 |
| | 8 | 20 | 11 |
| | 90 | 25 | 11 |
| Totals | | 191 | 124 |
| % Registered Wtr. '80 | | 64.9 | |
| % Attrition | | 35.1 | |

| English #95 | | Fall 1976* | Wtr. 1977 |
|---|---|---|---|
| Sect. | 1 | 23 | 14 |
| | 2 | 25 | 21 |
| | 3 | 25 | 20 |
| | 4 | 27 | 20 |
| Totals | | 100 | 75 |
| % Registered Wtr. '77 | | 75.0 | |
| % Attrition | | 25.0 | |

| English #95 | | Fall 1975* | Wtr. 1976 |
|---|---|---|---|
| Sect. | 1 | 19 | 14 |
| | 2 | 20 | 16 |
| | 3 | 21 | 15 |
| Totals | | 60 | 45 |
| % Registered Wtr. '76 | | 75.0 | |
| % Attrition | | 25.0 | |

| English Course | | Fall 1980 Total Students | Wtr. '81 Students Registered |
|---|---|---|---|
| English #94 | | | |
| Sect. | 1 | 20 | 16 |
| | 2 | 25 | 17 |
| | 3 | 22 | 12 |
| | 90 | 14 | 4 |
| Totals | | 81 | 49 |
| % Registered Wtr. '81 | | 60.5 | |
| % Attrition | | 39.5 | |
| English #99 | | | |
| Sect. | 1 | 18 | 14 |
| | 2 | 19 | 14 |
| | 3 | 21 | 20 |
| | 4 | 22 | 15 |
| | 5 | 20 | 18 |
| | 6 | 19 | 14 |
| | 90 | 12 | 10 |
| | 91 | 9 | 4 |
| Totals | | 140 | 109 |
| % Registered Wtr. '81 | | 77.9 | |
| % Attrition | | 22.1 | |
| English #94 + 99 | | 221 | 158 |
| % Registered Wtr. '81 | | 71.5 | |
| % Attrition | | 28.5 | |

* Data from J. Stein, "Attrition Study of Students in English 90 and 95, Fall Quarter, 1976", 2/17/77.

## APPENDIX

### English Course Catalog Descriptions

### Minneapolis Community College

95 Fundamentals of Written English 4 credits

This course offers a review of basic grammar, punctuation and spelling rules. It focuses on the writing of correct and effective sentences and introduces the student to the composition of the paragraph. (G)

-- 1978-80 Catalog, p. 84

094 Fundamentals of Written English 1 3 credits

This course provides instruction in basic writing skills. Content includes parts of speech, sentence patterns, sentence combining, punctuation and spelling. Primary emphasis will be placed on writing and revising one paragraph summaries of short essays. (E)

099 Fundamentals of Written English 2 3 credits

Instruction in this course will concentrate on enabling the students to generate ideas and to organize them into a unified, coherent paragraph. The course includes an intensive review of grammar, sentence structure, mechanics and punctuation. (E)

-- 1980-82 Catalog, p. 71

COMMUNICATIONS DIVISION Revised 7/17/80

## Assessment of Writing Skills

Prior to registering for a composition course, students are required to write a multi-paragraphed essay on an assigned topic (sample attached). A composition instructor will read and evaluate the essays using the criteria developed by the Communications Division (copy attached). To be recommended for English 101, students must earn six out of eight points. Students earning fewer than six points will be advised to register for English 092.

English 092 students will be further tested during the first two/three class sessions of the quarter.

| | |
|---|---|
| Session 1 | Students will write a one paragraph summary of a short essay. |
| Session 2 | Students will take two parts (Usage and Sentence Structure) of the Descriptive Tests of Language Skills. |
| Session 3 | Students will take the self-scoring Written English Expression Placement Test. |

Classes meeting two days a week will use the following schedule:

| | |
|---|---|
| Session 1 | Students will write a one paragraph summary of a short essay and will take the first part (Usage) of the Descriptive Tests of Language Skills. |
| Session 2 | Students will take the second part (Sentence Structure) of the Descriptive Tests of Language Skills and the Written English Expression Placement Test. |

Instructors will advise students to register for English 094 of English 099 on the basis of a composite evaluation of these assessment and diagnostic tests. Names of students recommended for each course will be given to the coordinator at the end of the first week of the quarter.

Until local norms can be established, the following percentile ranks will serve as a guide for recommending students for English 099:

| | Raw Score | Percentile Rank |
|---|---|---|
| Usage Test | 20 (number correct out of 40) | 14 |
| Sentence Structure | 17 (number correct out of 35) | 17 |
| Written English Expression Placement Test | 20 (number correct out of 40) | 21 |

English 094

Since people store most information in their memories and transmit it in summary form, the primary objective of this course is to enable students to write an error-free paragraph summary of a longer piece of writing.

Entry criteria: Registration

Exit criteria: Competence in writing and error-free summary of a short essay in a single paragraph. Competence must be demonstrated in three separate assignments.

A score of at least 80% on each Form C unit test.

A score of at least 80% on the exit exam.

English 099

The primary objective of this course ia to enable students to write an error-free unified, coherent paragraph. Students should be able to generate ideas and to organize them into a topic sentence and supporting sentences.

Entry criteria: Successful completion of English 094 or

Competence in writing a one paragraph summary of a longer piece of writing.

A percentile rank of 14 and 17 respectively on the Usage and Sentence Structure portions of the Descriptive Tests of Language Skills.

A percentile rank of 21 on the Written English Expression Placement Test.

Exit criteria: Six or more points demonstrating competence in writing a multi-paragraphed composition.

094 T TH
17 Class Days

| | |
|---|---|
| Sept. 11 and 16 | Testing |
| Sept. 18 | Tasks 1, 2, and 3 |
| Sept. 23 | Tasks 4 and Summary |
| Sept. 25 | Tasks 5 and 6 |
| Sept. 30 | Tasks 7 and 8 |
| Oct. 2 | Tasks 9 and 10 |
| Oct. 7 | Task 11 |
| Oct. 9 | Task 12 |
| Oct. 14 | Task 13 |
| Oct. 16 | No Classes - MEA |
| Oct. 21 | Task 14 |
| Oct. 23 | Tasks 15 and 16 |
| Oct. 28 | Tasks 17 and 18 |
| Oct. 30 | Tasks 19 and 20 |
| Nov. 4 | Tasks 21, 22 and 23 |
| Nov. 6 | Tasks 24, 25 and 26 |
| Nov. 11 | Holiday |
| Nov. 13 | Tasks 27 and 28 |
| Nov. 18 | Tasks 29 and 30 |
| Nov. 20 | Summary and Review |
| Nov. 25,26 | Finals |
| Nov. 27,28 | Thanksgiving |
| Dec 1,2,3 | Finals |

ENGLISH COMPOSITION 099
Fundamentals of Written English

INSTRUCTOR: Shirley Borud

OFFICE:: C241 TELEPHONE: 341-7028

HOURS: 2:00 to 3:00 Mondays, Wednesdays, and Fridays
1::00 to 2:00 Tuesdays

TEXT: Evergreen: A Guide to Basic Writing

ATTENDANCE: Attendance will be 10% of grade. Be prepared. Come to class on time. Sharpen pencils before class begins. Take part in class discussion. Stay to the end of the period.

GRADING: Attendance, 10%; Daily work, 15%; Papers, 60%; Tests, 15%. Papers are due at the beginning of the class period. All work must be completed and returned to the instructor with corrections before a grade will be issued. In order to receive an "I" the student must complete seventy (70%) of the work satisfactorily before the last day classes (December 4).

WEEKLY SCHEDULE:

| | |
|---|---|
| September 21-25 | Unit One, Chapter 1- Free Writing<br>Unit One, Chapter 2- Free Writing |
| September 28- October 2 | Unit Two, Chapter 4 - Write a Descriptive Paragraph<br>Unit Five, Chapter 18 - Subject-Verb Agreement Quiz |
| October 5-9 | Unit Two, Chapter 5 - Write a Process Paragraph<br>Unit Three - Chapter 12 - Language Awareness |
| October 12-16 | Columbus Day, Faculty Duty Days and HEA |
| October 19-23 | Unit Two, Chapter 7 - Write a Comparison - Contrast Paragraph<br>Unit Five, Chapter 21 Pronoun |
| October 26-30 | Unit Two, Chapter 8 - Write a Classification Paragraph<br>Unit Five - Chapter 22 - Adjectives and Adverbs Quiz |
| November 2-6 | Unit Two, Chapter 6 - Write a Definition Paragraph<br>Unit Three, Chapter 10 - Consistency |
| November 9-13 | Unit Four, Chapter 14 - The Essay<br>Unit Three, Chapter 11 - Sentence Variety |
| November 16-20 | Unit Four, Chapter 14 (continued) Write a 500 - word essay<br>Unit Five, Chapter 25 - Mechanics Quiz |
| November 23-27 | Unit Four, Chapter 15 - Introductions and Conclusions<br>Thanksgiving Holiday |
| November 30- December 4 | Unit Four, Chapter 16, The Essay Question |
| December 7-11 | Final Examinations |

Communications Division
Minneapolis Community College
1501 Hennepin Avenue
Minneapolis, Minnesota 55403

ENGLISH 094: Fundamentals of Written English 1
Fall Quarter 1980

INSTRUCTOR: Vicki Helwig
OFFICE: C241
OFFICE HOURS: 9:00 - 9:50 MTWTHF

TEXTS: Writing Skills Module
Dictionary (New World Dictionary, American Heritage, etc.)

OBJECTIVES: Since most people store most information in their memories and transmit it in a summary form, the primary objective of this course is to enable you to write and error-free paragraph summary of a longer peice of writing. This means being able to reproduce in your own words the controlling idea and major points that an author has used to develop the main idea. To write and error-free paragraph, you will need to be able to use a variety of sentence patterns and be able to avoid errors in sentence structure, grammar and usage. You will also need to spell words correctly and punctuate your sentence appropriatley.

REQUIREMENTS: The content in Writing Skills Module has been divided into thirty (30) tasks. Concepts presented in each task will be discussed in class and worksheet Form A will be corrected in class. Worksheets Form B will be regular assignments done outside of class and then handed in.

A summary paragraph will be written and handed in each week.

EVALUATION: To pass English 094 you must demonstrate competence in writing an error-free summary of a short essay in a single paragraph.

An average grade of 70 or above must be earned on Form B Worksheets, unit tests and the final exam. The following grade scale will be used:

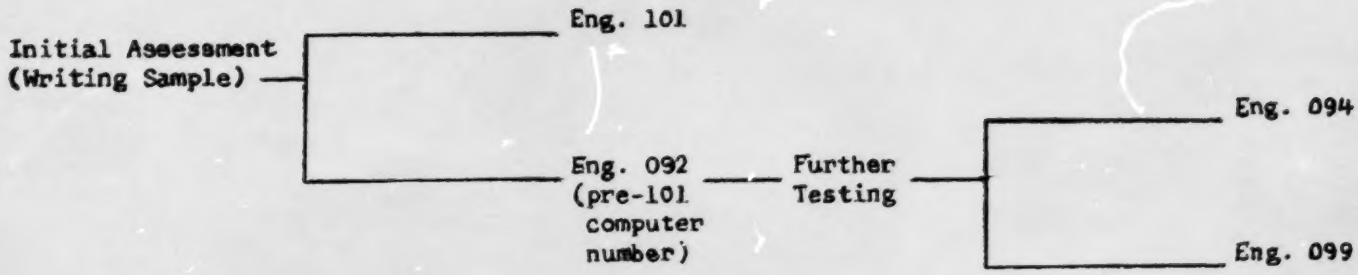
| | | | |
|---|---|---|---|
| 94-100 | A | 78-85 | C |
| 86- 93 | B | 70-77 | D |
| | | 0-69 | F |

Summaries written throughout the quarter will count 50% of the final grade. Tests will count 40% and attendance will count 10%.

Minneapolis Community College

Communications Division

English Program




Possible sequences: (listed in order of likelihood)

101 (G), 102 (G), lit course (D)

099 (E), 101 (G), 102 (G), lit course (D)

094 (E), 099 (E), 101 (G), 102 (G), lit course (D)

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